

Vol. II.

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No. 3

Agricultural Education

THIS MONTH

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"If we are to conduct a profitable agriculture, we must not only produce at lowest possible costs, but also keep our production reasonably close to prospective domestic demand."
—ARTHUR M. HYDE, Secretary of Agriculture.

EDITORIAL COMMENT

AGRICULTURAL EDUCATION

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THE REPORT ON OBJECTIVES

FORTUNATELY we are at last considering seriously the objectives of our program.

A national committee has recently issued its statement of them. The report of this committee will receive careful consideration at regional and state conferences during the coming year and a revised report, profiting from conference discussions, will be presented at next year's A. V. A. convention.

We are in sympathy with the work of the committee and we appreciate the very great amount of thought and effort which has gone into the present report. We would urge however that so intricate and important a matter cannot be satisfactorily disposed of by any committee working alone. The best thought of the entire country, lay as well as professional, should appear in our final statement.

The principal objection we have to the present report is that it appears too much to be a mere rationalization of present practices and a re-dedication to our old purposes. It is helpful to have our present implicit objectives made explicit, but the real job to be done is to examine critically the objectives we have been assuming and to determine where they are leading us or have led us.

The fact that after all these years some of the most thoughtful leaders in agriculture and in education question whether we are on the right track is one that we ought to take pretty seriously. Their objections to what we are trying to do ought to be considered and met.

If, as a result of our discussions this year, we arrive at a correct, clear cut and generally accepted notion of what

we ought to be doing in vocational agriculture, this will be the greatest year we have yet seen. The evolution of suitable programs to carry out these objectives is, in comparison, a simple matter.

AGRICULTURAL EDUCATION IN THE FEDERAL EDUCATION BUDGET

DURING the year ending June 30, 1929, the Federal government spent a total of \$58,212,897 on educational projects.

The Department of Agriculture spent \$13,456,815 of this; the Federal Board for Vocational Education \$8,220,000; the Bureau of Education \$275,300, in addition to the funds it administers for Alaskan education.

Agricultural education received more Federal assistance than any other single type of education. Something like 18 millions was spent upon it last year thru all of the Federal agencies, about 65 times the budget of the Bureau of Education, which has the responsibility at the Federal level for nearly the whole of general education: elementary, secondary, and collegiate.

Any fair-minded person will concede that this is a ridiculous situation. Our relationships with general educators will be greatly improved when we join hands with them in securing justice for their cause at the hands of the Federal government, instead of concentrating all of our efforts on seeing that our own cause receives proper support.

If the use of Federal aid is sound in agricultural education, it is equally sound in general education, with its many needy and undeveloped fields. If it is unsound for general education, it is equally questionable for our own field.

WHAT ARE WE TEACHING ABOUT SURPLUS CONTROL?

CONTROL of agricultural surpluses remains the primary agricultural problem.

Dr. H. C. Taylor, our foremost agricultural economist, has recently written, "Farmers are working more efficiently for longer hours and getting less . . . competing with each other in one big struggle to see who can put goods on the market in greatest quantity, regardless of price."

The Federal Farm Board is centering our attention inescapably upon this foremost problem. Under its leadership we may yet work out a solution. Teachers of agriculture should be among the first to recognize this as our major problem and to co-operate with the Board in its solution.

Because this problem has not been solved, most of what we have hitherto done in agricultural education has come

to naught and the last state of the farmer is worse than his first.

Probably no group could help more than ours in adjusting production to demand if we were fully alert to the issue and if we had a well-developed program in which we were all co-operating.

GREETING THE NEW EDITOR

WITH the next issue the present editor surrenders the direction of *Agricultural Education* to Dr. Sherman Dickinson, head of the Department of Agricultural Education of the University of Missouri.



Sherman Dickinson

Dr. Dickinson brings a rich equipment for his new task. Since 1913 he has been engaged in some form of agricultural education in Minnesota, Idaho, and Missouri. He is a leader, an organizer, a scholar, and a journalist. He is well acquainted with the leadership of our field and is able to secure the co-operation necessary for the magazine's success. He is tremendously enthusiastic about the publication and is willing to give it hard, painstaking effort.

We turn the publication over to him solvent, with its future well assured, and with the general support of the profession. With this foundation upon which to build, we firmly expect that the magazine will improve very markedly under Dr. Dickinson's editorship.

There will be no change for the present in the policies pursued. The new editor has accepted the old staff with such changes as the present editor had arranged for the near future. The editorial board is supporting the new editor unanimously, as it always has supported its present one. The publishers are sure the same cordial relations will exist under the new management which have existed thus far.

Dr. Dickinson has asked that I remain with the magazine in the capacity of associate editor. As such I shall express my continued interest in the undertaking, assist somewhat in bridging the gap from one administration to another, and pinch-hit for the editor in emergencies.

On March 30 I shall end a two-year period of responsibility as editor. I feel that I have made my contribution, in point of effort and time at least, and that I was justified in asking the Board for release from the editorship.

It has been a most enjoyable and

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A Message From the Farm Board

W. F. SCHILLING, Member, Federal Farm Board

THERE is one thing that will have to happen very soon for the good of all farmers and that is for their leaders to get together and decide that one organization with well-defined principles and policies is just a little bit better than four or five. With three or four solicitors rolling into a farm yard every few days asking a farmer to join this, that or the other in order to get assistance from the Farm Board, farmers will soon tell mother to put a few reminders upon these overzealous agents' heads with a life-sized rolling pin.

The Farm Board doesn't care whether you are white, black, or chocolate colored; what your politics are; what church you go to or whether you live in Pennsylvania or Podunk, so long as you want to co-operate in a broad way with your neighbors in a commodity group to sell your cheese, corn, and cucumbers.

Everyone Else Is Organized

We want the farmers of America to stop guessing at what we are trying to do and sit down with their better three-fourths and study a marketing plan that will work. We want them to know that they have gotten out of the Old Hickory wagon stage and are in the gasoline age. We want them to understand that every trade and profession is organized. We want them to understand that chain drug stores and chain groceries and meat markets are stretching their tentacles and offering their services from coast to coast.

We want farmers to know that bankers are seeing the handwriting on the wall and are combining their resources to meet the demands upon them for greater service to their communities and constituents.

We want farmers to understand that as all others are organized they are in a hopeless position trying to go it alone. We want them to forget little neighborhood troubles and sit around a table to discuss their mutual and common problems.

The beginning of this co-operation must be in the neighborhood right at home for there can be no united effort where there is a division in the community with two or three leaders endeavoring to keep the farmers from joining a co-operative association. The next step will be that a regional or state program of these local representatives be formed to handle in a broader way the products of the locals. With the regional or state set-up of any commodity, the next step will be the organization of a national marketing agency owned and controlled by the farmers to market their commodity.

We want farmers to understand if they are producing a dairy commodity that they should champion that commodity first of all and show their appreciation and faith in their own effort by first eating the commodity themselves. If a man milking cows markets his milk or cream and then cashes his milk check and buys butter substitutes for his wife and family to eat, he should be ashamed to look a good honest old cow in the face.

Over-production Must Be Curbed

We want the farmer to know that when he is over-producing a commodity he should slow up or he will ruin his own market. Now, to limit production of an agricultural commodity means much as there are so many unforeseen elements entering into the picture. First of all, there is the weather, always uncertain, and at best making the whole production program a gamble. Then there is weed control and insect control; pests that are ever to be reckoned with.

It is a matter of record, however, that the smaller crop acreage usually brings the largest amount in cash profit and keeping this in mind, when organized commodity organizations disseminate thru their statistical departments that there is too much of a commodity on the markets for regular distribution and consumption, it is their duty to warn the producers of the danger of glutting the markets and to carefully adjust their production to the market needs.

This will not be easy as an invitation to limit produc-

tion frequently brings disaster to the program for then the overzealous neighbor, anxious to profit by the limited production program, plants more than ordinarily and again the program is defeated.

I, however, am hopeful that farmers have gotten into a condition where they will listen and when an officially announced program for production is laid out for a commodity it will be observed and neighbors will watch each other to see that all are playing square.

Time, coupled with a liberal education along this line, will work wonders and I have every faith that the farmer will see the advantage of this very necessary co-operation and by so arranging his crops that he will bring his industry to a more profitable level.

There are far too many who regard the Federal Farm Board merely as a big loan agency for the purpose of loaning cheap government funds to farmers. I regret that this view is so generally accepted for it is the farthest from the thoughts of the framers of the Act and surely not the intent of the members of the Federal Farm Board. Our funds are merely for a temporary purpose—that of bridging over a period when the organization can, thru retains or deductions become master of its own financial activities and be placed upon a sound footing and assisted to go along on a permanently worked out marketing set-up.

Farmers May Rightfully Organize

That there will be opposition to Farm Board policies and activities goes without saying. If conditions in agricultural life have been such that the producer of a commodity could not make a respectable living for his wife and family when they were working long hours and using utmost care and that commodity was turned over to private sources to market and a good income was made by the dealers in charge of the second operation, then it was time that a study should be made as to where the farmer was lame. No one can deny the farmer this right. Others have secured it for themselves by organization and combining their efforts. If that remedy worked for them the farmer rightfully says, "Why will it not work for me?"

Every upheaval in rural life can be laid to unsound economic practices. We have gone thru too many of these in the past decade to warrant their going unheeded.

It is far better for the rural class as such and surely much better for the country as a whole that we take a broad conception of the picture presented at this time and make such amends as will not only place six million farmers upon a much sounder financial basis but will assure the security and safety of our people as a whole.

Do not understand me to say that what will work for one farmer and bring to him a full measure of prosperity will be the panacea for all—such is not the case but the Farm Board will endeavor to set up a program that will be safe for the industry as a whole.

Few people as yet understand the purposes of the Agricultural Marketing Act and criticize the Board unjustly. Some say the law never intended this or that. Let us see just what was intended. Here is Section 1 of the Act:

"DECLARATION OF POLICY

"Section 1. (a) That it is hereby declared to be the policy of Congress to promote the effective merchandising of agricultural commodities in interstate and foreign commerce, so that the industry of agriculture will be placed on a basis of economic equality with other industries, and to that end to protect, control, and stabilize the currents of interstate and foreign commerce in the marketing of agricultural commodities and their food products—

"(1) by minimizing speculation.

"(2) by preventing inefficient and wasteful methods of distribution.

"(3) by encouraging the organization of producers

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A Plan for Teaching Co-operation

L. M. SHEFFER, State Supervisor, Georgia

CO-OPERATION among farmers is the keynote of the future progress of agriculture. The success of the machinery recently created by the government to carry out the new Agricultural Marketing Act for the benefit of the farming population will depend upon the ability of the farmers to co-operate. It will, no doubt, take many years and involve many difficulties before the system can be perfected. Successful co-operation in large groups can only be brought about by the intelligent understanding on the part of the co-operators of the functions, problems, and the possibilities of co-operative organizations. Therefore, these problems should be taught to farm boys thru the same methods as other farm jobs: that is, by participation.

The Georgia State Board for Vocational Education and the Georgia Cotton Growers Co-operative Association have assumed the responsibility for teaching the principles of co-operation to the boys who are studying vocational agriculture in the rural consolidated schools of Georgia.

Since the methods used by the teachers of vocational agriculture involve putting into practice the principles taught in the classroom, a plan has been worked out with the Georgia Cotton Growers Co-operative Association whereby the boys may learn co-operation thru participation while they are yet in school. Since this plan involves the handling of money and the buying and selling of goods, there were many legal problems that had to be overcome before it was perfected. The directors of the Georgia Cotton Growers Co-operative Association agreed to accept one or all of the agricultural students from any vocational school as members of the association for the price of a single membership fee. The vocational teacher together with each of the boys in his classes who wishes to join the organization, signs a Master Marketing Agreement. In signing this agreement the teacher assumes no financial responsibility. Each of the boys have an individual contract number and deals with the association as an individual member. The state supervisor of agricultural education must approve all loans made thru the teachers of vocational agriculture.

As a member of the Cotton Growers Co-operative Association each boy enjoys the privileges of participating in the subsidiary organizations of the association. Thru these organizations the boys are able to buy fertilizer, seed, poison, and other materials at the current cash prices on the same basis as other members of the association. They give notes, in return, which are paid when they send their cotton to market. Since these boys are all under 21 years of age it was necessary for each of them to get the signature of his parent or guardian on his note to make it legal.

The following is a copy of an agreement between a school group and the Georgia Cotton Growers Co-operative Association:

AGREEMENT WITH PUPILS OF ADRIAN HIGH SCHOOL, ADRIAN, EMANUEL COUNTY, GEORGIA

This agreement made between the Growers Supply Company, a subsidiary of the Georgia

Cotton Growers Co-operative Association, Atlanta, Georgia, and the pupils of Adrian High School, whose names appear below on this agreement.

The Growers Supply Company agrees to furnish to the pupils of the above school, who have entered into this agreement, an amount of fertilizer, which will be mutually agreed to between the Growers Supply Company and the Georgia State Vocational Board, for the purpose of producing crops to be grown under and in conformity with the conditions stipulated in "Project Agreements," signed by the pupils of the above school with the Georgia State Vocational Board, and it is agreed that said "Project Agreements" become and are a part of this agreement.

The Growers Supply Company agrees to sell this fertilizer to the pupils of the school at its regular cash prices plus eight percent (8%) interest from the date of delivery until paid.

The pupils of the above school, whose names are signed below, agree that they will promptly gather, gin, and deliver to the Georgia Cotton Growers Co-operative Association in conformity with joint marketing agreement, which they have signed this day with the Georgia Cotton Growers Co-operative Association.

The Growers Supply Company agrees that if each and every note, given by the pupils of this school for fertilizer furnished under this agreement, is paid in full promptly at maturity, and all cotton grown under "Project Agreements" has been delivered to the Georgia Cotton Growers Co-operative Association, that it will refund to the pupils of this school the regular patronage dividend that it may make to members of the Georgia Cotton Growers Co-operative Association for fertilizer purchased during the 1929 season.

It being expressly understood that no pupil will receive a patronage dividend until the note of each pupil signing this agreement has been paid in full and all cotton delivered to the Georgia Cotton Growers Co-operative Association.

In witness whereof the parties hereto have affixed their hands and seals, this the twenty-sixth day of February, 1929.

Dewey Smith, Dwight Webb,
Carlton Willis, Clyde Webb,
Carlos Willis, Grable Hutcheson,
Lanier Frazier, Henry G. Hutcheson,
Eugene Price, Brooks Hutcheson,
Pealie Drake, M. D. Kitchens,
Rabona Durden, B. R. Kea,
Hoke Smith, Saffold Price.

(SEAL)

I, the undersigned Vocational Teacher, do hereby agree to the best of my ability to see that each and every pupil carries out in full all agreements made with the Growers Supply Company and the Georgia Cotton Growers Co-operative Association.

(Signed) O. L. HAYDEN,
Vocational Teacher.

FORM OF NOTE

The following is a copy of a note made and paid by one of the members of the group making the above agreement:

{ Adrian High School,
Adrian, Emanuel County, Georgia.
On or before October 15, 1929, we, or either of us, promise to pay to the order of Growers Supply Company, a subsidiary of the Georgia Cotton Growers Co-operative Association, Atlanta, Georgia: Thirty-three and 62/100 dollars (\$33.62 and interest at 8 percent from date) for the purchase of 1,600 pounds of 10-4-4, 300 pounds nitrate of soda of Co-op fertilizer. This fertilizer to be used on three acres of cotton, said cotton to be grown on the lands of W. D. Price in 1748 District of Emanuel County, Georgia, and under the direction of Mr. O. L. Hayden, Vocational Teacher, and to secure the payment of the above amount we hereby give to Growers Supply Company a mortgage lien on said crop of cotton to be grown by us on said described land.

It is understood and agreed that the above described crops are being grown under and in conformity with the conditions stipulated in the "Project Agreement," dated December 11, 1928, signed and agreed to by parent or guardian, pupil, and vocational teacher of school listed above.

(Signed) SAFFOLD PRICE, Pupil.

(Signed) W. D. PRICE, Parent or Guardian.

Witness:
Chas. B. Youmans.

I, the undersigned Vocational Teacher of Adrian High School, Adrian, Emanuel County, Georgia, do hereby agree to supervise the growing, gathering, and delivery of this cotton to the Georgia Cotton Growers Co-operative Association to the best of my ability.

(Signed) O. L. HAYDEN,
Vocational Teacher.

During the year 1929, 91 boys from 12 schools joined the Georgia Cotton Growers Co-operative Association. As

members of this association they bought from the Growers Supply Company, a subsidiary to the association, fertilizer for growing their cotton.

The following is a summary of their purchases:

Cash price of fertilizer bought.....	\$4,396.13
Amount of 8 percent for 7 months....	206.62
Total amount.....	\$4,602.75
Patronage dividends paid to boys....	250.43
Actual amount paid for fertilizer.....	\$4,352.32

Cash price for fertilizer.....	\$4,396.13
Actual amount paid after receiving dividends.....	4,352.32

Less than cash price.....\$ 43.81

The operation of the agreement has been so satisfactory to both the Cotton Growers Co-operative Association and the vocational students that there will be practically no changes in the agreements for continuing the work during the coming year.

Benefits Derived

The boys derive many valuable experiences from their contact with this organization. Among them are:

First, boys learn to deal understandingly with big organizations.

Second, they get experience in financing their projects. They not only learn early in life how to borrow money but also learn the necessity of promptly meeting their obligations.

Third, they get the experience of comparing the expense of buying their materials on a cash basis with that purchased on credit prices.

Fourth, they are able to more successfully carry on the practical farming side of their agricultural course because of adequate finances. In other words, they have the authority and the responsibility of carrying on their farm work according to the principles they study. They are not handicapped by lack of money to give their crops the proper attention.

Fifth, they learn to co-operate with the other members in a group by actual participation.

How Far Down the Line Is Your Idea of Supervised Practice?

1. A requirement of the Smith-Hughes law.
2. A testing device to see how well the boys have absorbed classwork.
3. A contest to see who can raise the most corn on an acre.
4. A device for putting the boy thru his paces, wherein he is given specific instructions.
5. An experiment to find what varieties to raise and try out new ideas.
6. A demonstration to the community.
7. A method of teaching and a source of problems for classwork.
8. An opportunity to the boy to get a start in his life's work at a time when he can build up the business rapidly.
9. You add the next—
—W. P. Beard in the South Dakota News Letter.

Agricultural Education, March, 1930

A Cooperative Class Project

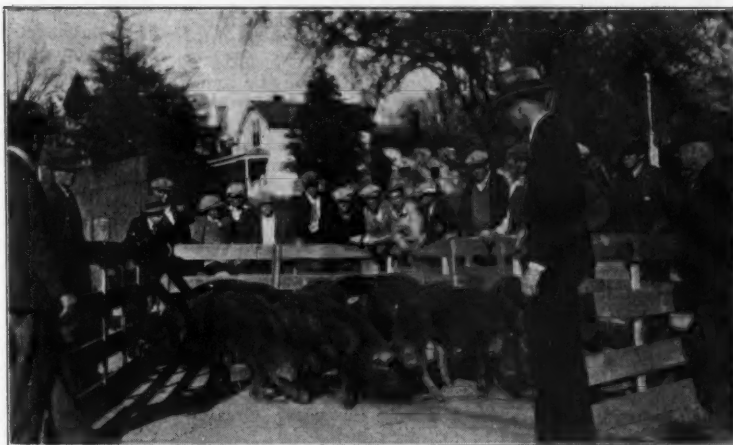
H. T. HALL, Assistant Supervisor, Iowa

A CO-OPERATIVE swine project among the vocational agriculture students enrolled in the animal husbandry course at Iowa Falls, Iowa, seems destined to become a permanent organization in the community. When the department was started in the fall of 1928, the class and its instructor, Paul I. Barker, discussed the problem of supervised practice work. Since hog production was common to all farms of the community, the 13 junior and senior boys decided to work with swine. After careful study and much discussion the class determined by a majority vote to work with one breed, which was the Duroc Jersey. Consequently, to carry out the plan, an organization came into being known as the "Iowa Falls Duroc Jersey Breeders Association." Regular meetings were held thruout the year, and a complete record made of the minutes of each meeting, committees, plans, and transactions. Each boy was to purchase two purebred Duroc Jersey gilts, the selection to be made by a committee of four boys and the instructor.

Twenty-six gilts sired by several noted boars from four prominent herds were purchased and delivered on October 24, 1928. The local Rotary Club assisted a number of the boys in financing their projects.

A two-year-old boar, the sire of a number of prize winners in the leading shows, and one which crossed well with gilts of similar breeding, was purchased from one of the good herds of the state. One-thirteenth of the cost of the boar was prorated to each boy. The boar was kept on one of the member's farms. By means of conferences with breeders, classroom study and discussion the problems were worked out as they arose. In this way the sows and their pigs were managed and fed according to the best approved practices.

In order to guard against loss the association formulated an insurance plan. If a sow had died up to the first week after farrowing, one-half of the purchase price would have been paid by the association and prorated to the members. Likewise, if any pigs had been lost between weaning time and the date of sale, or the time when they were six months old, such pigs would have been appraised by a committee of two boys and the instructor on a basis of \$35 at six months of age, and one-half of the loss assessed from the membership according to the proportion of pigs each member had in relation to the total number. In order to secure this insurance, all pigs were required to be vac-



*Distributing gilts among members of the association, Fall, 1928.
Paul I. Barker, instructor, in the foreground*

nated for cholera.

Early in June the boys with their fathers made a tour to see the sows and litters, the excellent pastures, the seven new hog houses and the watering fountains, self feeders, sun shades, and oiling devices which the pupils had constructed.

Just a year from the date when the gilts were received, a public sale was held to dispose of 32 boars and 16 gilts. Some 200 people, including breeders from other states, were in the tent when the sale started. The top boar sold for \$82 and the top gilt for \$52. The type of the pigs and their size for age were a credit to the association and received favorable comment from the breeders present.

The association is planning to make its organization a permanent one in the community. Already the 12 junior boys taking animal husbandry have formed the "Iowa Falls Junior Duroc Jersey Breeders Association" following the plan of last year. After a year of training in this group, the members will be eligible to membership in the senior organization. The boys have already purchased their gilts, and again the Rotary Club was glad to assist in the financing of these projects.

For the coming year a boar, sired by a grand champion at one of the larger state fairs this year, has been purchased to be used on the 58 sows and gilts to be bred by the association members this fall. While several boys exhibited their pigs in the open class at various local and district fairs this fall with excellent success, in another year a show herd is being planned to make a number of the larger fairs, primarily, for the purpose of advertising this co-operative organization and their stock.

While this first year for the organization has been productive of worthwhile results, nevertheless, there have been problems to be met and solved. Securing adequate financial assistance for a number of the boys was necessary. The group realized that its members were lacking in experience and yet must compete with established breeders of other

localities. To learn of the blood lines and the outstanding individuals of the breed, and to locate desirable stock that would breed true has been no small problem. Needless to say, the instructor was required to be on the job constantly and assist the boys in working out some of their individual problems from day to day.

Probably the greatest single benefit of the year's work as far as the boys are concerned, is that they have learned to co-operate for the

common good of all. Individual preferences have been willingly put aside by them in order that the judgment of the majority might rule. Each boy has carried a worthwhile project which may easily be developed into a business. Thruout the year there has been a definite tie-up of classroom teaching and supervised practice. Interest of a high order has been manifest by the entire group as a result of conducting a real business. Thinking rather than fact memorization was necessary if the boys were to successfully solve the problems that were theirs. They found it necessary to keep and use records for their intrinsic value, and, consequently have voluntarily kept detailed accounts. The community has been advertised with resulting favorable comment. There has been increased interest in the community in economical hog production, and, also, dissemination of well-bred stock. A number of boys who would otherwise have dropped out have stayed in school to secure training in the vocation of their choice.

"A Preliminary Inquiry Into Rural Adult Education," a 27-page publication of the American Association for Adult Education, 60 East Forty-second Street, New York City, is the best appraisal of the general situation in adult education in our rural communities which has yet appeared. Dr. John D. Willard is the author.

"New Aspects of Farmer Training," as printed in the February issue of *Agricultural Education*, was a reproduction in full of an address given before the National Education Association in Atlanta, Georgia, during July, 1929.

In two states, North and South Carolina, the evening school enrollment last year exceeded the enrollment in day schools.

Mr. Herbert R. Damisch of Jerseyville, Illinois, is the new Illinois assistant state supervisor.

The Improvement of Project Records

W. F. STEWART, Ohio State University

A SUMMARY of the discussions and papers related to this general topic as presented before the agricultural section of the A. V. A. at New Orleans is submitted as a basis for further development of this important phase of the program in agricultural education. Reference to the program shows that Mr. W. T. Spanton, Washington, D. C., presented Means of Acquainting Ourselves With the Inadequacies of Our Present Program; Professor H. G. Kenestrick, Ohio State University, Columbus, Ohio, discussed What Constitutes Satisfactory Records; and Supervisor L. M. Sheffer, Atlanta, Georgia, talked about Methods of Improving Our Practices.

A record should be satisfactory for measuring and explaining pupil efficiency. Its characteristics are *accuracy* in items and in calculations; *completeness* in showing labor income, cost of production, an analysis in terms of efficiency factors commonly used in farm management such as cost per bushel, returns per dollar, returns per hours of labor, and so forth, and a record of the plans and the significant occurrences; *simplicity* consistent with necessary completeness; and *intelligent keeping* and *using* by the pupil.

How acquaint ourselves with the present inadequacies?

The only way is to attempt to make a careful analysis of a completed project record book. Follow this with a systematic state-wide survey and analysis of record books in the productive enterprises. Note the errors that occur in the several books. The state-wide analysis may be made (1) by the state supervisor or itinerant teacher trainer while visiting a department and taking time to analyze with the teacher one, a half-dozen, or all the books as time permits, and time cannot be better used until improvement of at least 200 percent has been made in the accounting practices; (2) by having all the completed record books in the productive enterprises sent to the office of the teacher trainer for analysis and tabulations of findings made from the study; (3) by securing the co-operation of specialists in farm management in our colleges of agriculture.

How Improve?

What methods may be used to improve our practices?

The teacher-training department must give greater attention to this procedure both as to standards and skills; having students analyze books from the field as mentioned in (2) above is excellent. Supervisors and teacher trainers must become better informed in the approved practices of cost accounting and enterprise analysis. All agencies can study to advantage the errors, weaknesses, and causes of low standards as revealed in the results of analyses as they are made and summarized. For the teachers in service, in addition to a beginning made by the supervisor on his visit to the teacher, analyses of completed books may be made by the teachers in district conferences under the direction of the supervisor or teacher trainer, and like-

wise in the annual conference provided the groups are made small enough for efficient and intensive work. For the boys who are keeping the records, a very helpful device is the use of a practice project record book such as is used in Ohio and is available for use elsewhere wherein each boy is directed thru the steps of complete recording and calculating of data from an actual project (one in potato production and one in swine management) in an abbreviated project record book supplied each boy along with the project data. A manual is available for each teacher which will save time in correcting calculations and entries. This procedure followed early in the school year gives the boy a correct model from which he can make adaptations to his own project as it develops during the year. Greater use of project data during the course of the projects as well as after the final analyses will make intelligent to the boys the real merits of records and their analyses. Examples are cost of work at weaning time, cost of eggs per dozen each month, and cost of milk per hundredweight, which may be considered to advantage during the course of the project as well as at the close when a complete analysis is possible. Finally, a checking up all along the line for improvement in teaching procedures—better selection, more complete and more intelligently prepared project plans, more and closer supervision of projects and project accounting, greater attention to the use of the project data in their possibilities in instruction thruout the course of the project, and closing each project year with a careful businesslike analysis of the project, appropriate to good farming procedure, and an intelligent use of the findings by the pupils.

Study Continued

More than average interest was shown in the discussions of this program. It was voted in the business meeting that the section go on record as favoring a continuation of this study and that if possible a national committee be appointed to promote the further improvement of project records and accounting.

If the writer may be permitted a thought relative to this excellent attempt to make something creditable out of our slipshod accounting practices he would raise the questions: Are we going too far in our recommended procedure in project accounting? Granted that we are only recommending those practices which a farmer should follow, is the procedure too involved, too costly in time to require it of boys, usually freshmen and sophomores of ages 14 and 15, for whose time there is great demand in subject matter in agriculture which is of unquestionable appropriateness? Should a simplified system of accounting be used in the earlier years and this true-to-farming procedure be taught in the later years of the high school course? Certainly we wouldn't advocate this detail for a project in club work. It may be we are beyond the average boy with whom we are now working.

Summer Courses Announced

THE Universities of Nebraska and Missouri have already issued announcements of special summer courses for teachers of vocational agriculture for 1930.

The University of Nebraska will offer four courses dealing with the project method of agricultural education, organization problems in teaching farm mechanics, problems in animal production, and advanced farm organization and management. Professors Bradford, Filley, Medlar, Gramlich, and Loeffel will offer these courses. A maximum of four credits may be earned in the course, which runs for four weeks. The dates are June 9 to July 4.

The University of Missouri is offering seven courses in a special session conducted during the last four weeks of its second summer term. The courses offered by the department of agricultural education are: Community Educational Activities in Vocational Agriculture; Special Problems in Vocational Agriculture; Research in Agricultural Education; Seminary in Agricultural Education; Organization and Method in Teaching Farm Mechanics; Advanced Methods in Teaching Vocational Agriculture; and Organization and Method in Teaching Farm Management and Agricultural Economics. In addition courses may be elected from the various agricultural fields.

All of the courses at both institutions carry graduate credit.

A Community Campaign for Good Seed Corn

A SURVEY last fall showed that corn in this territory was very badly diseased. Much of the corn had lodged and much that didn't lodge was too slow maturing to be good seed corn. This condition offered a good chance to do some good work on corn improvement. The farmers and boys were encouraged to hand-pick their seed in the field keeping in mind the proper type of ear and plant. Perhaps one-third of the farmers tried this plan. The others went to the crib.

Our crops class built a large germinator that would germinate 3,200 ears at one time at a cost of near \$35. The farmers were invited to use the germinator at a cost of one-half cent per ear. There was a good response and we tested nearly 20,000 ears. The farmers found that the hand-picked seed was far the best and that utility type corn was much more free from disease.

Six of the crops boys and three farmers are co-operating in growing the best strain of corn for this community. The group has 60 acres of the best seed that money can buy. We intend to hand-pick this corn and test it next winter. Then our seed corn association can offer the best seed to the community at a nominal cost. We will continue the custom testing this winter and in connection with this work we will have a corn show to interest the farmers in the right type of seed.—A. E. Foster, Moweaqua, Illinois, in *Illinois Fan-Mill*.

The Day Unit School

VERD PETERSON, State Supervisor, South Carolina

TEN states have some of their teachers, teaching other sorts of agricultural classes, teaching day-unit work. Three states do all of their day-unit work with full time men teaching only day-unit classes. Pennsylvania has 13 such men. Five different states employ some full-time men on day-unit work. Eight states do no day-unit work in high schools having all-day departments, while five states have day-unit classes in schools along with all-day departments. Seven states report that all of their day-unit work is done in high schools. Five states report a part of the work done in elementary schools. One state, Alabama, reports all of the work done in junior high schools.

The average number of classes for states reporting was 33. The largest number any state reported was 77. This was Arkansas.

The total enrollment of day-unit pupils for the 13 states reporting was 6,450 with an average of 496 per state. The largest enrollment was 1,425 from Utah. Arkansas and Pennsylvania each have over 1,000 pupils enrolled. Fifty-four pupils was the smallest enrollment reported from any state.

The average size of classes reported was 14.2 pupils. The largest for any state was 25, and the smallest 9.2.

Only two states reporting required the work of all pupils in certain grades. Eleven states make it elective.

Nine states say they require projects of all day-unit pupils. Four states do not answer this question at all.

Seven states admit only boys in the day-unit classes. Six admit few girls.

Eleven states report that day-unit classes meet from one to three days per week. One state, Alabama, reports that they meet one day per week three-fourths of the time, and five days per week the other one-fourth. Utah reports day-unit classes meet all day one day per week with the vocational teacher and certain other periods on other days with principal of the school.

Most of the states report classes meeting for from 30 to 36 weeks per year. In Arkansas, North Carolina, and South Carolina classes do not always continue for the 36 weeks.

Ten states report the length of class period 90 minutes. One state 45 to 90 minutes. One state one to one and one-half hours, and one state the entire school day. Six states require a minimum of one class meeting per week. Three states make no requirements as to meetings per week. The other states vary from 1 to 3 meetings per week. North Carolina requires 10 lessons per year. South Carolina 20 per year. Ten states require a minimum of 90 minutes per class period. One state has a full school day. One state required 60 minutes. One state reports no requirements at all as to length of period.

The average number of enterprises given in the course of study is a little more than two. Two states report that the course of study is the same as for the all-day departments. One state reports the course of study in some cases to be of a general nature.

The answers to the questionnaire in-

Most states are finding it difficult to fit programs of all-day work in vocational agriculture into their smaller schools. Mr. Peterson here reports the results of a nation-wide study of the day-unit arrangement, a device growing in popularity, which is especially designed for small schools. All states reporting day-unit work in 1928 were included in the study. Thirteen states answered the questionnaire. One state reported that day-unit work had been discontinued.

dicating that from one to three different enterprises are taught in day-unit classes.

Seven states report that the course of study is approved by the state supervisor of agriculture. Six states do not have the course submitted to the state office. Ten states say that the course of study is planned in a sequence over a period of two or three years. The answers from the other states are not clear on this point.

Ten states say the work is taught on the job basis. One says on a combination basis. One says that text-books are used largely. One says the job basis to some extent, but does not make clear what other basis is used.

All of the states say completion of day-unit course requires completion of projects related to instruction. Three states require projects in all enterprises taught. Nine states do not require projects in all enterprises taught. Seven states report that a part of the requirements in supervised practice may be completed thru supervised practice other than projects. One state supervisor says he does not know about this point. Two states do not answer this question. Three states require all supervised practice to be in the enterprises taught. Six states say the scope of supervised practice in day-unit schools is about the same as in all-day schools. Two say three-fourths as much; two half as much; and one, one-fourth as much. One state does not answer this question.

Aims

Nine states say that their principal aim in day-unit work is to prepare pupils to enter farming directly. Two say this is the aim in part only. One state says this is not the aim at all. One state does not answer this question. Eight states say that their aim in part is to prepare boys to enter all-day departments later. Two states say this is not the aim at all, and one does not answer this question. Only two states say that in some cases the aim is to prepare boys to enter part-time classes later.

Ten states say that vocational guidance is not their aim at all. Two states say that in few cases it is; one state says that it is their chief aim. Most states have placed emphasis on operative practices, acquisition of skill, and managerial ability. Only three states give attention to teaching related science.

Six states think day-unit schools may be promoted to locate all-day depart-

ments. Five states say this should not be done and two states are doubtful. All states say day-unit schools should be promoted for reaching pupils in rural schools that cannot maintain all-day departments. Nine of the state supervisors answering say that they are promoting day-unit classes in their states.

Signs of Progress

Business Men Hold Conference With Agricultural Workers

C. L. DAVIS,
State Supervisor, Agricultural Education,
Texas

LAST summer, driving across a neighboring state, we frequently encountered obstructions to which were nailed arrow-shaped signs pointing off over the landscape. On these signs were printed in bold type, "Detour—Signs of Progress."

A business man, Mr. W. M. B. Starr, president of the De Leon Compress Company of Dallas, Texas, has, during the past year, been giving serious thought and study to the decreased yield of cotton in the territory served by the compresses of his company. His study of the cotton yields for the period of 1908 thru 1928, as shown by the United States census report, gave him little comfort. In eight of the nine counties covered by the report the yield of cotton had decreased from 50 percent to 95 percent; a decrease of 75 percent was common. It occurred to Mr. Starr that his organization should take steps to protect their investment. A conference with Mr. R. Reece, agricultural agent of the M. K. T. Railroad, serving this territory, resulted in a conference held at Waco January 8, during the annual meeting of the Agricultural Workers of Texas.

The following were present:

O. B. Martin, director of extension, College Station, Texas; A. B. Conner, director of experiment stations, College Station, Texas; A. E. Gilman, manager industrial development, M. K. T. St. Louis, Missouri; W. C. Pointer, Fort Worth Cotton Oil Mills, Fort Worth, Texas; W. M. Stephenson, Oil Mill Interests, Dallas National Bank Building, Dallas, Texas; T. O. Walton, president, A. & M. College, College Station, Texas; C. L. Davis, supervisor agricultural education, Austin, Texas; J. B. Rutland, assistant supervisor agricultural education, Austin, Texas; Dr. J. H. Stalling, agronomist, National Fertilizer Association, Shreveport, Louisiana; R. B. Hood, representing Niagara Dusting Machines, Dallas, Texas; G. V. McNaillie, agricultural agent, Cotton Belt Railway Company; M. B. Oats, agricultural agent, Fort Worth and Denver Railway Company; Henry Dunlavy, superintendent, Temple Experiment Station; Tom Smith, district agent, College Station, Texas; W. M. B. Starr, president, De Leon Compress Company, Dallas, Texas; R. H. Bush, Chilean Nitrate of Soda Company; G. C. McGown, county agent, Wichita Falls, Texas; S. C. Evans, district agent, College Station, Texas.

Since the purpose of this article is to call attention to what we regard as a significant change in attitude of the business world toward agricultural education, the recommendations that grew out of the conference will be omitted. We desire, however, to advise that at a later date a conference, to be held in the district, will be arranged, at which time those who will do the work (the county agents and vocational teachers) will be asked to add their recommendations to those already made and the program to remedy these conditions be inaugurated.

Introducing a Professional Service

IN AMERICA the profession of teaching has become one of the most cherished of human employments. Most of us are happy to have chosen this calling. We believe that our school patrons deeply appreciate our sincere efforts. Members of our profession have much in common. We cherish the same ideals of service, meet essentially common problems in dealing with individual differences and profit richly by the results of research. One great danger among specialists in a branch of education such as agriculture is the tendency to get out of step or to miss a step now and then with workers in educational fields other than their own.

To bring to the readers of *Agricultural Education* the suggestions of leading contributors in education and related fields, it has seemed desirable to introduce a "professional service" branch of the magazine. In such a service, which at the outset does not seem to warrant the classification of a department, it is hoped to bring to our readers significant contributions from such persons as professors of education in our leading colleges and universities, research workers, school superintendents, agricultural economists, Federal Farm Board members, bankers, congressmen, farmers, classroom teachers, and the like. Every effort will be made to secure suggestions that have a specific bearing on the problem of, or are of special interest to teachers.

As special editor for this new service, I shall appreciate contributions from the agricultural education group and especially from teachers in reference to our professional outlook and our professional improvement. Let us make this service a whole-hearted exchange for building professional spirit. Personal experiences regarding the value of teachers' organizations, special benefits from individual professional improvement or helps from other teachers will be valuable. An excellent phase of this service may be developed in the field of teachers' organizations in the different parts of the country.

Suggestions regarding persons who would be able to make valuable contributions in this field would be welcomed. Sometimes in our reading we come across statements that seem to express a big idea in a few words. Make a copy of such statements, indicate specifically how they have helped you and send them to us. For example, I saw recently a series of couplets which were prepared by a teacher in Michigan, whose name I do not know. She wrote so pointedly of the sin of passing "the buck" to someone down the line that it has always afforded much amusement and counsel. She wrote:

The College President—
Such rawness in a student is a shame,
But lack of preparation is to blame.

High School Principal—
Good heavens, what crudity, the boy's
a fool.



A. K. Getman

It is with considerable pride that we announce the formal connection with AGRICULTURAL EDUCATION of Mr. A. K. Getman, Chief of the Agricultural Education Bureau of the New York State Department of Education, who will edit a section devoted to the professional interests and organizations of agricultural teachers.

Our readers will recall Mr. Getman's article in the June issue, "In the Service of Youth." This evoked the greatest response of any article which has yet appeared in the magazine, Mr. Getman receiving nearly thirty letters relative to it. It is evident that Mr. Getman knows the very human interests and needs of our group and we wish to present more material in that vein.

Mr. Getman is a graduate of the New York State College of Agriculture at Cornell University, with advanced education at Columbia University and Harvard University. For many years he has administered agricultural education in the state of New York.

As an administrator he has conducted his work in such a manner that the teachers in the field have anticipated and welcomed his visits. He has worked effectively with them in enabling them to grow professionally and to merit promotion. In his new capacity he will extend some of this same sort of aid and inspiration to the agricultural teachers of the nation.

The new department is an outgrowth and extension of the "Professional Organizations" phase, which has been edited thus far by Professor E. W. Gregory of Purdue University. Professor Gregory is editor of the *News Bulletin of the American Vocational Association* and has many other professional duties which make it desirable for him to yield to another at this time.

The fault of course is with the Grammar School.

Grammar School Principal—

Oh, that from such a dunce I might be spared.

They send them up to me so unprepared.

Primary Principal—

Poor Kindergarten blockhead! And they call

That preparation! Worse than none at all.

Kindergarten Teacher—

Never such lack of training did I see.

What sort of person can the mother be?

Mother—

You stupid child—but then you're not to blame.

Your father's family are all the same.

Shall father in his own defense be heard?

No! let the mother have the final word.

—A. K. Getman.

Some Suggestions on Professional Relationships

VOCATIONAL agriculture is succeeding best where the teacher and the school administrator pull together. Where there is little or no co-operation between the teacher of agriculture and the high school principal, the fault may be with one or both. In either case my word to the teacher of agriculture is to use every effort to bring about co-operation in the interest of the school and the agricultural education of the community. Let the teacher of agriculture be a "big man," rising above petty jealousies and differences and in a spirit of service to the whole school, and good will for all, go forward in the discharge of his duties as he sees them. Make the department of agriculture prominent for its good works, at the same time let

the principal and the board of education know at all times that everything is done in the interest of the whole school and the community, not merely for self and the agriculture department. Keep the administrators informed of all plans and progress effecting the department and the school. They appreciate this confidence and are in a position to be of great assistance. One of the fine things about vocational agriculture in Illinois is the splendid co-operation almost universally found between the teachers of vocational agriculture and the school principals. —Dr. A. W. Nolan in the *Illinois Farm-Mill*.

"At one time we were in danger of having a two-fold system of education—one for the children of the workers and another for the children of the leisure class . . . Today the sharp contrast between vocational and cultural education is vanishing. In general it may be said that every laborer has much leisure and every gentleman has an occupation. Each needs formal cultural training to enable him to develop into a more perfect specimen of manhood."—Walter

Dill Scott, President, Northwestern University.

Georgia's Master Teacher

MR. GEORGE H. KING, formerly of Winder, Georgia, but now of the division of rural education, Georgia State College of Agriculture, has been chosen Master Teacher of Vocational Agriculture for that state for 1929.

One hundred forty-seven individuals were enrolled in Mr. King's classes last year, 103 of them adult farmers. Farm products produced by the boys in his classes were valued at \$14,033.24 and the value of improved practices introduced by adult farmers under his instruction has been estimated at \$18,000 for the year.

His principal contribution has been the introduction of soil building crops, particularly vetch and Austrian peas.

Mr. King has been president of the Barrow County Poultry Association, chairman of the agricultural committee of the Kiwanis Club, and superintendent of the Methodist Sunday School. His boys have had an outstanding chapter of the Future Farmers of Georgia.

The Carolinas and Virginia edition of *The Progressive Farmer* recently carried a list of the evening schools under way in those states, with the subjects treated and meeting dates. The caption was "Let's Go to the Evening Classes—Look for the One Nearest You."

Mr. J. C. Murphy, teacher of vocational agriculture at Georgetown, Illinois, gave the two opening addresses in a new series of talks on agriculture being broadcast from WLS, Chicago.

Our Leadership in Agricultural Education

M. J. ABBEY of Montana

ON SEPTEMBER 1, 1929, when Professor M. J. Abbey resigned his position as professor of agricultural education at Montana State College, he brought to a close a career unequalled in years of service in agricultural education by any man in the Northwest.

Twelve years as head of the department of agricultural education at Montana State College and state supervisor of agricultural education in Montana; four years in the same capacity for the state of West Virginia; and prior to that, four years as director of nature study and agriculture at the University of Utah summarizes his 20 years' connection with education in agriculture but fails to give an adequate conception of the service he rendered.

In speaking of Professor Abbey at the time of his resignation, President Atkinson of Montana State College said:

"M. J. Abbey was a good teacher and he was a lot more than this. He had the faculty of organizing his material in a manner that made it readily available to his students, but he also possessed that rare quality which enables a teacher to inspire his students with a conviction that there are important things to do and that they have both the ability and opportunity to do some of them if they will but add hard work to their native equipment. The splendid record which has been made by the young men who graduated in agricultural education at Montana State College testifies to Mr. Abbey's capacity as a teacher and an inspirational leader.

His Influence Broad

"Mr. Abbey possessed a force of personality and displayed an interest in young people to such an extent that his contacts were not confined to the students in his own classes. Many students who were taking work in other colleges on the campus used to go to Mr. Abbey when they felt a bit discouraged to talk over their general plans and to renew their enthusiasm about the outlook ahead. Mr. Abbey made a large general contribution in the way of counsel and guidance to the young men of Montana State College.

"Mr. Abbey's contribution was not confined to the students in Montana State College. He devoted half of his time as Smith-Hughes supervisor in agriculture in the high schools of the state, and this brought him in contact with many high school students. Mr. Abbey always had the time to talk with student groups or with individual students, and his advice has served as a guide for many young folks who have completed their college education and are now in important service in the United States.

"Professor Abbey possesses an original sort of mind. In fact he was happiest when he was working out new plans and traveling on pioneer trails. His contribution thru the upbuilding of the Boys' Vocational Conference was regarded as a very significant one by insti-



M. J. Abbey

tutions over all the United States and thru this he has contributed very much to the many young men who attended the congresses."

The Boys' Vocational Conference, of which Dr. Atkinson speaks, was initiated in 1917 by Professor Abbey. Forty-four young men were present. At the last conference, held in 1928, over fourteen hundred boys from practically every state in the Northwest were given an opportunity to hear men of national reputation as leaders in vocational work discuss problems of vocational guidance.

Vocational education in Montana, under Professor Abbey's direction, had been developed around the central idea that a vocational department in a school must render service, not only to the school, but to the community. That this conception has proved successful is evidenced by the fact that funds for vocational education have been constantly increased by action of the state legislature while other requests for state appropriations have often been subjected to drastic cuts.

Has Taught Over 20,000

Professor Abbey's work in agricultural education furnishes a striking illustration of the far-reaching influence one real leader may exert in his chosen field. It is estimated that over 20,000 students have received instruction in his classes. Graduates of his departments are now located in 18 states, Alaska, Hawaiian Islands, the Philippines, and Japan.

Someone has said that a man is known by his avocation—the way he spends his leisure time. One of Mr. Abbey's main interests lay in helping the student with little money to get a college education. The amount of money he contributed each year to help worthy students is unknown but many graduates of Montana State College can say, "That man made it possible for me to get a college education." For seven years he maintained a boarding house in Bozeman where over a hundred students each year obtained board for \$15 per month.

W. T. Spanton, federal agent for agri-

cultural education, comments on this man's influence in the field of agricultural education as follows: "I have been personally acquainted with Mr. M. J. Abbey for the last 10 years and have been more or less intimately associated with him in connection with his program of state supervision and teacher training in the state of Montana during the last five years since assuming my present duties as regional agent for vocational agriculture with the Federal Board for Vocational Agriculture. During all of this time I must say frankly that I have never worked with a man who impressed me so much as being a real leader among young men and boys as did Mr. Abbey—in fact, I think one of the most valuable contributions which he has made in the field of teacher training in Montana has been due to the inspiration and enthusiasm which he has been able to instill into the minds and hearts of all of the young men who have come under his leadership and guidance.

His Graduates "Stamped"

In many respects the graduates from Montana State College who have taken their training under Professor Abbey seem to have carried with them a more or less indelible stamp indicating the type of leadership training which they had received under his able direction. One of the strongest features of Mr. Abbey's work in the field of teacher training and supervision was in the field of personality development. He has certainly developed a unique program in the state of Montana and has a strong loyal group of teachers of vocational agriculture doing a splendid piece of work. In our personal dealings I always found him absolutely straightforward, sincere, and honest in his own convictions and thoroly co-operative. In spite of the fact that he had had a very broad and rich experience, not only in the state of Montana, but in other states as well, and was, of course, thoroly familiar with local conditions in that particular state, I always found him open-minded and willing to accept suggestions for improvement of the program.

The very valuable and untiring services of Mr. Abbey will long be remembered and appreciated by all those people in the state of Montana with whom he had dealings, as well as by his co-workers in the other states of the Pacific Region in particular and, for that matter, the entire country in general, for there is no question but what Mr. Abbey was well and favorably known thruout the entire United States among those who have been responsible for the promotion and development of our nation-wide program of vocational education in agriculture since the passage of the Smith-Hughes Act."

We, who have been more intimately associated with him, cannot easily find words to express our regret at his leaving this field of work. "Service" was

(Continued on page 47)

PROFESSIONAL NEWS

Substation VO-AG of KDKA

THE middle eastern states of Pennsylvania, Ohio, and West Virginia have entered into a joint understanding with Westinghouse station KDKA at Pittsburgh, setting aside the VO-AG period at 4:45 p. m. (Eastern time, standard, and daylight saving), each Friday up to July 1. A series of programs, speeches, and novelties has been outlined and boys of other states may be interested to listen in. For the central states this may occur during school hours, certainly when daylight saving rolls around.

Activities of VO-AG boys in their chapter meetings of F. F. A., in their routine classwork, and home farm practice will feature many programs. The experiences of two VO-AG boy characters will be the particular West Virginia contribution. Ohio and Pennsylvania will add novelties in the form of dialogs, contests, and prizewinners. The whole proposition is frankly experimental and the co-operation of other states in comments and criticisms to make the program more truly representative of vocational agricultural education will be sincerely appreciated. Notes addressed to VO-AG, in care of KDKA, will find their way to us and do much good enroute to establish the standing of VO-AG in radio circles. All the limitations of radio presentation are present altho less severe with such a station as KDKA. Can we do a job that will win us a place on the network? Experiences of other states who may have established a radio connection should be exchanged if vocational agriculture is to have this support in maintaining its place in the educational sun.

We owe it to the people of America, to our patrons, our boys and our self-respect to make public presentations truly representative of our high ideals and motives of public service. VO-AG will not assume it is speaking for anyone else but it will be glad to try to so mold its presentations that benefits may accrue wherever the program is received.

"Friends, Romans, Countrymen, lend us your ears." Then tell us all about it. Following is a tentative outline of the programs planned so far:

January 10—Director L. H. Dennis of Pennsylvania.

January 17—Supervisor J. V. Ankeney of West Virginia.

January 24—Supervisor Ray Fife of Ohio.

January 31—Introducing Tom, Ed, and their teacher in a home farm practice scene. (West Virginia.)

February 7—Presenting the winners of the Pennsylvania Farm Products Show (project contest). W. K. Moffett speaking.

February 14—Tom and Ed and their dads participate in a Father and Son Banquet put on by Future Farmers.

February 21—Presenting winners of the Ohio Public Speaking Contest for VO-AG students.

February 28—A dialog put on by VO-AG boys from Ligonier, Pennsylvania.

March 7—Supervisor H. C. Fetterolf of Pennsylvania with representatives of the Future Farmers of Pennsylvania.

AGRICULTURAL TEACHER IN "HALL OF FAME"



Clarence Bonsack

MR. CLARENCE BONSAK, teacher of vocational agriculture at Oregon, Wisconsin, was recently greatly honored in being included among those to whom tribute was paid in "The Hall of Fame" of the Wisconsin State Journal, Madison, Wisconsin, a feature of the editorial page of that publication for which subjects are chosen by the editors. The grounds for Mr. Bonsack's nomination are given by The Journal as follows: "Because, as agricultural teacher of the Oregon High School, he has developed one of the outstanding departments of vocational agricultural education in Wisconsin; because his department in the Oregon High School is being used as a training school for many future teachers of agriculture; because several of the boys who have been graduated from his department have gained state and national recognition in junior agricultural work; because he is bringing to the farmers in the community of Oregon many invaluable services in their business of agriculture."

The three states are taking turns and have their complete sequences of presentations about worked out. However, suggestions for better method and content, bright ideas, novelties, etc., will be more than welcomed. For this reason we hope to announce the rest of the series later thereby reserving opportunity to revise it in the light of comments received. Could you give us enough ideas to enable us to dedicate that program to your state? Remember the radio makes us all neighbors. If radio waves travel equally well in both directions then Texas ought to hear us clearly. Florida has already "kicked in" as per our acknowledgement over the air.—H. B. Allen, Secretary, Tri-State Committee, West Virginia University.

Institute of Co-operation at Ohio State University This Summer

MORE than 2,000 persons are expected to attend the annual conference of the American Institute of Co-operation to be held at Ohio State University, Columbus, in July, 1930. The conference involves a week to ten days of general sessions on marketing problems and six weeks of special courses in which graduate and undergraduate credit will be given by the university.

About 140 teachers of vocational agriculture were enrolled at a similar conference at the University of Louisiana last summer, 60 of them for credit courses.

The department of agricultural education and the department of rural economics of Ohio State University are offering an unusual variety of courses during the first six-week term of summer school, June 16 to July 23. These credit courses will be scheduled so that they will not interfere with the general sessions, which begin July 7. A. K. Getman, chief of the New York Bureau of Agricultural Education, and Ray Fife and J. B. McClelland of the Ohio State

Department of Education have been added to the regular agricultural education faculty for the first session. It is expected also that representatives from the Federal Board for Vocational Education will assist with a series of conferences for agricultural teachers.

One hundred specialists in the field of marketing are scheduled for general session meetings and trade conferences devoted to national and regional marketing problems. The United States Department of Agriculture and the Federal Farm Board will assist with these conferences.

Short automobile tours for first-hand studies of co-operative marketing will be conducted during the period of the general sessions and longer tours will be arranged immediately following these sessions.

The Institute of Co-operation comprises some 32 participating organizations and is incorporated as an educational enterprise. Previous sessions have been held in connection with the University of Minnesota, the University of California, Northwestern University, and the University of Louisiana.

Co-operation Coming

M. A. SHARP,
Iowa State College

DEVELOPMENTS within the past year indicate that we may expect close co-operation with several organizations in the near future. One of those in which we are vitally interested is the American Society of Agricultural Engineers. Suggestions from the agricultural education group were favorably received at their last annual meeting. A co-operative committee was appointed, and a friendly attitude was expressed.

The A. S. A. E. has a special committee on Farm Mechanics, with Professor G. M. Foulkrod of State College, Pennsylvania, as chairman. The purpose of this committee is to assist in the establishment of worthwhile farm mechanics courses in the high schools. In the words of Professor Foulkrod, the objectives are: "To aid the teachers of farm mechanics in secondary schools in any way possible to increase their efficiency: (1) better training in colleges and universities; (2) suggest outlines and reference material; (3) to offer them some direct contact with the society thru this committee."

It is very gratifying to know that the agricultural engineers, who have played such an important part in the development of modern agriculture, have recognized the importance of vocational agriculture in the high schools. They have some very difficult problems to work out in the training of farm mechanics teachers. They are ready to co-operate in every way possible, and we may expect some definite results in the near future.

PROFESSIONAL NEWS

A State Association of Agricultural Workers

TEXAS has a state organization which is well suited to integrate the activities of the various groups of agricultural workers: agricultural teachers, county agents, agricultural representatives of business organizations, agricultural editors, college and experiment station workers.

Its second annual conference was held at Waco January 8, 9, and 10. Mr. C. L. Davis, Texas state supervisor, describes the meeting as follows:

As stated by Chairman A. K. Short, "The purpose of the association is to co-ordinate all recognized agricultural activities in a feasible program of development for the agricultural and livestock interests of Texas and the Southwest."

THE PROGRAM

January 8

A. K. Short, Chairman.

The Work of Texas Agricultural Workers Association.

Dr. T. O. Walton, President, Texas A. & M. College.

Agricultural Education in Texas and Co-operation of Agricultural Agencies.

Discussion.

Mr. Lawrence Westbrook, Member of State Committee on Co-operative Marketing.

Co-operative Marketing Thru the Federal Farm Relief Act.

Discussion.

Forenoon Session, January 9

The Latest Findings in Research Work in Texas. Program arranged and led by A. B. Conner, Director Texas Experiment Stations.

Afternoon Session, January 9

Demonstration for 1930 and Plan of Co-operative Work. Program arranged and led by O. B. Martin, Director Texas Extension Service.

Forenoon Session, January 10

Business Session. A. K. Short, Chairman.

C. L. Davis, Supervisor Agricultural Education, Austin—Co-operation of Vocational Department in State Agricultural Program.

C. W. Lehmberg, County Agent, Runnels County.

SOIL CONSERVATION PROGRAM

J. F. Combs, County Agent, Jefferson County.

Roger Davis, Agricultural Director East Texas Chamber of Commerce, Longview.

Crop Rotation and Pasture Improvement Program.

Discussions.

Afternoon Session, January 10

G. M. Morris, County Agent, Harrison County.

R. H. Bush, Chilean Nitrate of Soda Educational Bureau, Tyler.

The Use of Commercial Fertilizer in Soil Improvement Program.

Home Improvement.

A. L. Ward, Director Educational Service, Cottonseed Products Association, Dallas.

March, 1930, *Agricultural Education*

F. W. Haefner, County Agent, Nueces County — Marketing Farm Crops Thru Livestock.

Discussions.

Officers elected for next year: Mr. A. L. Ward, director of educational service, National Cottonseed Products Association, president; R. S. Miller, county agent, Waco, vice-president; J. E. Stanford, Texas editor of Southern Agriculturist, Bryan, secretary-treasurer. Three directors chosen were Dr. Jessie Whitacre, chief, division of rural home research, Texas Experiment Station; Dr. J. H. Stallings, agronomist of the Southern Fertilizer Association; and M. B. Oates, agricultural agent of the Fort Worth and Denver Railroad, Wichita Falls.

To prepare the program and arrange for the meeting that will be held during the short course (held in July) at A. & M. College the following committee was appointed: Dr. A. B. Conner, director, Texas Experiment Stations, College Station; C. L. Davis, state supervisor agricultural education, Austin; R. Reece, agricultural agent of the M. K. T. Railway Company.

The association went on record as pledging the continued support of the group on the soil conservation program (the state program of last year), the endorsement of the all-year pasture program sponsored by the East Texas Chamber of Commerce, the marketing of Texas feeds thru livestock, pledging the support of the association to the committee appointed by the governor for the purpose of developing state plans for co-operative marketing of cotton, the committee working in co-operation with the Federal Farm Board.

A California Sectional Meeting

THE western division of the Arkansas Valley vocational agricultural teachers met with Mr. Ver Husen at Manzanola Friday, November 11.

"The teachers were put in a pleasant frame of mind by a delicious chicken dinner served by Mrs. Ver Husen. After the meal, the men adjourned to the high school and the women, as usual, played bridge.

"Farm shop arrangement and management were the subjects discussed. The group saw the benefits of these monthly meetings and all agreed that better understandings, more co-operation, and better teaching would be the ultimate reward of these meetings. The session closed with a trip to Mr. Ver Husen's new shop.

"The men joined the ladies again and we understand some of the teachers told of many dangerous experiences and have seen some strange happenings with rabbits. Do all agricultural teachers lie or are all liars agricultural teachers?

"Those present were Mr. and Mrs. Hauser, Rocky Ford; Mr. and Mrs. Cazaly, Fowler; Joe Bryson and Miss Alice Bliss of Ordway; Mr. and Mrs. Cushing, Crowley; and the host and hostess, Mr. and Mrs. Ver Husen."—California News Letter.

A Kansas View of the National Association

COMMENTING on the National Association of Vocational Agricultural Teachers, Mr. H. W. Schmitz, secretary of the Kansas Vocational Agriculture Association, says in its January News Letter:

"It is questionable whether such an organization is necessary. Practically all of the work set up in the objectives of the national association is included in the state program of our vocational agriculture association. The vastly differing problems of the vocational agriculture teachers in the different states raises the question as to whether or not the national organization would be helpful in solving them. Furthermore, the average teacher of agriculture is not able to attend these national meetings regularly. A new group of men would appear at each of the national meetings, who could not have in mind all of the problems before the organization."

Mr. Schmitz was in attendance at the New Orleans meetings of the national association.

WLS Lends Facilities to Vocational Agriculture

ONE of the powerful radio stations which has been most liberal in offering to vocational agriculture its opportunities for publicity is WLS, Chicago.

Recently C. H. Bonsack, teacher of vocational agriculture at Oregon, Wisconsin, appeared on the Swift and Company program over that station to discuss, "What Is Vocational Agriculture?" Mr. W. K. Charles, who is in charge of the Swift programs, is now planning an entire series of talks by outstanding vocational agriculture teachers in the WLS territory, to be supplemented by talks by their outstanding pupils.

In addition to these talks, Swift and Company is constantly arranging for talks by other agricultural leaders of all sorts, dealing with a wide variety of agricultural subjects. Teachers may receive these talks regularly by asking to be placed on their mailing list. None of these talks are in any sense sales talks.

Paulson Resigns Oregon Supervisorship

Mr. Oscar I. Paulson, for the past two and a half years state supervisor in Oregon, has resigned this position to become assistant supervisor of agriculture with the Union Pacific System. His new headquarters will be at Portland.

Professor G. A. Schmidt informs us that his book, written in collaboration with W. A. Ross, on "Methods in Teaching Evening and Part-time Classes in Vocational Agriculture," which was announced in the November issue of *Agricultural Education*, will not be available before April.



Future Farmers of America



More About the "Star Farmer"

THE Arkansas Vocational Visitor gives the following interesting sidelights regarding Carlton Patton, who won the highest honor at the National Congress at Kansas City in November, 1929, and was awarded the \$1,000 prize given by *The Kansas City Star*.

"Young Patton has earned more than \$2,500 from farm operations during the three years of his high school work, and more than \$1,700 of his earnings has been re-invested in his farm holding. This year he leased his father's 80-acre farm with an option to buy it.

"Carlton has shown remarkable versatility and strength of character by making high records not only in agricultural production, but in other lines as well. His leadership has been recognized in athletics, scholarship, debating, oratory, and religion. His average grade in school is A. He has played several years on a championship high school basketball team, has won county and district contests in oratory and debate, and is president of the Baptist Young People's Union, and church clerk at Wooster. In 1928 he won a place on the state dairy judging team which represented Arkansas at the National Dairy Show, was president of his local F. F. A. Chapter, and was made state treasurer of the Future Farmers of Arkansas. Last year he also won the county contest for the best farmer boy.

"Carlton purchased a registered Jersey heifer in the shipment distributed to Smith-Hughes boys of the county last spring and this heifer won the state championship in the Future Farmer dairy classes at the Arkansas State Fair. The heifer now is milking three to four gallons of milk a day and has a fine registered calf. Carlton has the cow on official test. He is following a completely diversified farming program, which includes cotton, poultry, fruit, and livestock enterprises. Twelve different enterprises were carried this year, all of which were carefully planned and cost accounted.

"Carlton is not one of those boys who has inherited a well improved and fertile farm. His achievements have come thru his own hard, earnest efforts in co-operation with his instructions. His records have been made by properly handling of fair grade upland of the Ozark foothills. He has had to apply industry, science, and farm business in order to reach his coveted goals. In his modest way he gives vocational agriculture most of the credit for his opportunities and achievements."

Texas has just completed a "Master Pupil" contest for pupils in vocational agriculture. Winners were chosen in five districts. Each will receive

a check for \$50, to be awarded at the annual Master Farmer banquet, which each will attend as a guest of *The Progressive Farmer*. In addition the winner over all, H. C. Slaunch of Silverton, receives an additional \$50. Factors taken into account were earnings in investment, leadership, scholarship, ability to work with others, ability to farm, and farming status. The contest will be continued next year.

Blind Boys Study Farming

IN ALABAMA a department of vocational agriculture has been established in the School for the Deaf and Blind at Talladega. Thirty-two boys who are deaf, and ten who are blind are enrolled in the classes.

These boys have an opportunity to carry on all types of practical farm work, but the blind boys have some difficulty with their reading. No poultry book, for example, that was written in Braille could be found, so each of the boys is making a book of his own. This book, which is in Braille, will serve as a reference after the boys leave school. Notes taken in class and other material approved by the instructor go into the book. The boys are very proud of their work along this line.—Sam Morgan in *The Progressive Farmer*.

Up to December 20, Ohio had organized 80 chapters with a total membership of 1,778. The goal for the year is 100 chapters. The third annual Leadership Conference for the state will be held at Ohio State University on February 6 and 7.

Reed Anderson, a Future Farmer of Tremonton, Utah, last year raised a two-ton litter of 15 pigs weighing 4,173.5 pounds. Will the Future Farmer having a better record than this please furnish *Agricultural Education* with his address.

WHY CITY PEOPLE SEEK THE FARM

"I recently asked 10,000 men why they left city life and went out to the farm to work and live.

"I think you will be interested in their replies, especially on account of two things: the first is that 7,700 of these 10,000 men had been farmers before, and 1,000 more of them had been born and brought up on farms; the second thing is that these 10,000 men with their families have been changing from city to farms during the last eight years, the exact period of the great general movement of 2,000,000 farm people a year from farms to cities.

"Well, this is what they told me, by letter, you understand, written me by the gentlemen who preferred farms:

"Sixteen hundred of them said, 'We can make more money and save more on the farm than in the city on account of the family's living being so high in the city.'

"Fourteen hundred said, 'City work is too hard and too uncertain.'

"One thousand said, 'We like the farm because we are independent there.'

"Two thousand said, 'We are tired of city work and city life. In fact we have come to dislike the city and long for the farm.'

"Twenty-seven hundred said, 'We have found that the city is no place to bring up children in, and we have gone back to the farm for the health of the family and better all-around living conditions.'—Dr. C. J. Galpin of the U. S. Department of Agriculture in *Hoar's Dairyman*.

Star Contest to Be Continued

THE Kansas City Weekly Star announces its second annual offer of \$2,100 in cash prizes to outstanding members of the Future Farmers of America. The awards as in last year's contest will be made at the Third National Convention of Future Farmers at the American Royal in Kansas City next November. The award will include a capital prize of \$1,000 in cash to the highest ranking American Farmer and \$1,100 additional to American Farmers of Kansas, Missouri, Arkansas, Oklahoma, Colorado, Iowa, and Nebraska. The score card and interpretations used in rating the candidates will be practically the same as those used last year.

The Illinois Chapter of the Future Farmers of America presented a program before the Illinois State Farmers Institute at Galesburg on February 18. Homer Edwards, president of the Illinois Chapter, spoke on "What a F. F. A. Chapter Means to a Local Community." Edwin Johnson, American Farmer from Illinois, spoke on "The Organization and Objectives of the F. F. A." Randall Hart, editor of the State F. F. A. News Letter, presided.

In a recent drive on community pests, members of the F. F. A. Chapter at Antioch, Illinois, recently destroyed 3,462 sparrows, 307 mice, 138 rabbits, 93 rats, 8 woodchucks, 4 crows, and 2 hawks. Basing their claims on government statistics as to the damage done by these pests, the boys claim a saving to the community of \$12,800 as a result of this campaign.

Students Conduct Yield Tests

THE "Crops and Soils Improvement Association" of the Iowa Falls, Iowa, high school, a subsidiary of the Future Farmers organization of that school, has completed computations of the results of the community corn yield test it conducted during 1929.

Tests were completed for 38 strains. Average yields ranged from 42.4 to 81.6 bushels. Strains furnished by breeders in other communities were included along with local strains.

Tests of the value of phosphorus were also run by the association on 39 plots, with an average increase of 5.5 bushels due to the addition of fertilizer.

These tests will be continued next year. Marion Hoskins is president of the association. Paul I. Barker and Clarence E. Bundy are the instructors. The school is affiliated with Iowa State College in the training of teachers of agriculture.

The yield test is a principal source of interest in the crops course.



Future Farmers of America



A "Service Point" Plan

IN IOWA the Future Farmers organization was preceded by an organization known as the "Agricultural Community Service Club," which found favor in some 40 communities. As indicated by the name, these groups placed service to their communities above the other purposes for which they were organized, tho each stressed recreational and professional activities as well.

When the Iowa chapter of the Future Farmers of America was developed, this emphasis on service was retained and the plan for giving credit for the services of individual members in vogue under the previous arrangement is in general use. "Service points" are necessary for advancement from rank to rank and for the holding of offices in state and local chapters.

A good example of the use of such a system of service points is afforded by the Muscatine Chapter, for which L. B. Hoopes is adviser. The services for which points are granted follow:

SERVICE POINTS

1. Serving actively in a community program for the eradication or control of farm pests or diseases. 3
2. Demonstrating improved farm practices and production costs thru the completion of a home project which grades at least a C. 3
3. Helping to organize cow testing associations, spray rings, part-time or evening classes, farm record clubs, marketing associations, or other farmer's organizations 2
4. Serving as president, secretary or chairman of a standing committee of such organizations (as in No. 3). 5
5. Serving as leader of junior club in your district 5
6. Winning a first or second on a club exhibit at a local, county, or larger show or fair 5
7. Winning a first or second on any farm product at a local, township, county, or larger show 3
8. Enrolling and exhibiting in any organized club work of your county. 2
9. Being a member of a team and participating in the state high school contests. 8
10. Ranking as individual in the high ten of such contests 4
11. Taking part in the county judging contest at West Liberty Fair. 2
12. Ranking as individual in the high five of this contest. 2
13. Serving for one term as officer of the F. F. A. Chapter:
 - As president 3
 - As vice-president 1
 - As sergeant-at-arms 1
 - As secretary-treasurer 5
14. Serving on a committee in arranging for the co-operative activities of the chapter, at the annual father and son banquet, pig club sale, or corn show. 2

Chapter Contest Rules Announced

THE second annual contest for Future Farmer chapters has been announced by its sponsor, The Farm Journal of Philadelphia. Prizes of \$500, \$300, and \$200 will again be given the winning chapters.

Competing chapters should submit a program of work by April 1. The contest closes October 30, when a second

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One Form of Community Service

These two Texas boys, Clarence Young and J. W. Holmes of Ralls, had terraced 1,700 acres of land up to December 15 and expected to terrace at least as much more before the close of the season

report is necessary. Reports are submitted to state supervisors.

In making awards emphasis will be placed upon *organized activity*. Awards will take into account both the quality of the program laid out and actual accomplishments. The following score card will be used:

	Quality of Program	Accomplishment
1. Supervised Practice	50	200
2. Co-operative Activities	35	140
3. Community Service	25	100
4. Leadership Activities	20	80
5. Earnings and Savings	20	80
6. Conduct of Meetings	20	80
7. Scholarship	15	60
8. Recreation	15	60
	200	800

Details regarding the contest may be learned from The Farm Journal or from the state supervisors of agricultural education.

A Pioneer Show

An outstanding Colorado show is the Corn and Potato Show held each March for the past twelve years at Olathe. Mr. Ralph Wilson, who has taught agriculture at Olathe since before the war is largely responsible for its success. The show has grown to include grains and seeds of various kinds. For the past ten years students in vocational agriculture have practically assumed charge of the event. There have been committees responsible for the premium list, preparation of the show building, tables and boxes for exhibits, advance notices, printing of tags and entry blanks, clerical duties in connection with entries and the recording of prizes, and returning exhibits to owners after the show.

Seventy-seven of the 196 boys entering the college of agriculture of Ohio State University in the fall of 1929 had been high school students in vocational agriculture, 44 of them for a full four years. Nine of the 19 boys chosen last year as State Farmers are now taking agriculture at the university.

Family Interest and Support Necessary

ONE of the essential features in the organization plans is to secure the interest of the family of each boy. This indirect family membership thru the boy makes for greater stability, greater integration of family groups to the end that the organization will not be just one more local club but that it will develop into a potent force in the betterment of rural life. Just beyond the family interests lie the school and community interests that must be developed if the local chapter is to become a permanent institution in the community. When a local chapter of the Future Farmers of America is organized it

should be regarded as the establishment of a permanent organization with the enrichment of rural life as its chief objective. The membership is continuous and should therefore grow in importance and strength each year. The value that may be derived from the local chapter is limited only by the vision, the initiative, the wisdom, the loyalty, the industry, and the interests of its membership.—A. M. Field in *The Visitor*.

The class in vocational agriculture at Abernathy, Texas, has recently completed an egg laying contest which ran for one year. The class worked out rules and regulations, constructed a poultry house out of an old garage, and built necessary trapnets, roosts and dropping boards. There were 43 hens entered, representing 23 poultry flocks in the community. Altho the production was not high, due to parasites and diseases, the boys learned much in regard to the details of handling poultry. The winning bird, a White Leghorn, laid 186 eggs; the second high hen laid 165 eggs.

A standard-size, two-reel motion picture of activities in connection with the National Congress of Future Farmers at Kansas City in November, 1929, is available from the Federal Board for Vocational Education. It has been given the title, "The Boy With a Vision."

A new book which is attracting much favorable attention is "Profitable Farm Management and Marketing," by Overton and Robertson, published by the J. B. Lippincott Co., Philadelphia. It is adapted for high school students.

Zeta Chapter of Alpha Tau Alpha, national professional agricultural education fraternity, was installed at the Colorado Agricultural College on February 22.

Reader Reactions

Constructive Comments Are Invited

One View of Part-Time Education

THE October issue of *Agricultural Education* on "Part-Time Education in Agriculture" has turned the spotlight on a critical situation. The articles on part-time education by Mr. R. W. Cline and Mr. Alvin T. Anderson agree to a marked extent in several major phases of part-time instruction, viz: (1) the field for part-time instruction is undeveloped; (2) the field for part-time instruction is practically unlimited; (3) that variation in the age of part-time pupils is not a serious handicap to the pupil; (4) that a local survey must be made using the personal interview method; and (5) part-time instruction is "probably the most worthy and appealing of the four general types" of instruction in vocational agriculture.

The above conditions have been emphasized and duplicated many times in our own three years' experience in teaching part-time classes. As an indication of the possibilities of this type of work in our community, which is typical of innumerable others, we have had an average enrollment over a three-year period of 42 boys. If we could have properly given instruction to more, there is not a doubt that we could have doubled the actual number attending.

It is not our purpose to add to the conclusive evidence already presented in other articles that there is something wrong with our national part-time program. It is our purpose, however, to attempt to analyze this situation to determine why the part-time field is in its present impasse condition. As we view the situation, the following conditions have served to greatly retard growth in this very important phase of vocational education:

(1) The immediate necessity of vocational agriculture at its inception was to develop an all-day program.

(2) The rapid growth of evening class and the all-day program virtually crowded part-time instruction out of the picture.

(3) The immense possibilities of part-time instruction have not been fully realized.

We may accept the first condition at its face value and consign it to the past. The second condition is so evident on every side that it requires no proof. The third condition, therefore, is the limiting factor to an effective national part-time program.

There is but one way to determine the possibilities of part-time instruction and that is to give it a fair trial. This has not been done to date on a national scale. It is a noticeable fact that those individuals and states which have seriously engaged in carrying out a part-time program are most enthusiastic over its future. Other individuals and states having little or no experience in this type of work are more skeptical.

It is possible that excessive teaching loads have prevented many teachers from engaging in part-time instruction.

It is, also, possible that cold feet have prevented many others. Whatever the conditions have been in the past, the future demands that part-time education become a vital part of vocational agriculture. The raw material is abundant and close at hand, the machinery has been set up to process that material but it has apparently been running in low gear. We require motivation. Leadership of a high type in state and national councils must point the way. The situation demands action. Are we going to get it?—H. D. Eldridge, Vocational Agriculture Instructor, Greeley, Colorado.

Education vs. Promotion and Exploitation

FROM modest beginnings in local and state contests in certain phases of vocational agriculture, with evident educational values, the contest idea is today being ridden hard. Indeed, apparently the idea has turned the tables and is beginning to ride vocational agriculture.

In all education including education in vocational agriculture there is doubtless a justifiable use of the contest idea if used *reasonably*. That justifiable use is that their use and administration shall yield values which are *educational*. That they can serve to motivate and do serve that purpose, is testified to by practically all our agriculture instructors. However, it is just there that their legitimate functions end. Carried beyond this they become the tools of propaganda and thus a capital scheme for motivation deteriorates into a scheme for promotion.

The workers in vocational agriculture should take considerable satisfaction in the way the work is "taking." Many groups are becoming interested in this "new thing" in agriculture education—definite and systematic instruction and training for agriculture pursuits. It is an easy step from interest to patronage and contests may readily disguise the patronage. It is just here that those responsible should watch their step. Elated with initial victories and "patronized" by would-be friends, many a strong man and many a promising movement has been feted into inaction and oblivion. In vocational agriculture the popular mode is to "organize a contest." The patent argument is that it will "spur the boys on." The idea will reach numbers by starting with the locals—be worked out in state events and culminate in a big national "whoopie"—trips, banquets, and prizes.

Before we take on any more of these generous offers to enter our agriculture departments and states in contests, it may be wise for us to develop some principles of action in accord with true motivation and true education in vocational agriculture. It behooves us to be educationists rather than propagandists and further behooves us to safeguard our field from outside propagandists no matter how well-meaning.—C. R. Wiseman, South Dakota State College.

Is This Evolution?

THIS scene was an actual one 10 years ago. In an agricultural classroom an agricultural teacher was found stretched full length upon an immense table. Boys were comfortably seated, chairs tilted back and feet upon the table. The profound science of agriculture was being read word for word thruout the period by the instructor while the boys nodded sleepily, whittled, or played.

Today in that classroom would be found a group of boys hard bent on solving some agricultural problem. Students and not the instructor would be noticeable. Various sources of authority would be utilized and with these and their thinking and occasional help from the instructor, the students themselves would establish point by point the solution to the question before them.

Evolution? Surely. If not, it was *certainly monkey business* to begin with and it has progressed to *real teaching* today.—E. C. Magill in *The Virginia Agricultural Instructor*.

Vocational Interest Fundamental

IF WE have learned anything from teaching vocational subjects, it is that a vocational subject cannot be taught easily or successfully to those who have no vocational interest. The will to learn, the desire to succeed, is a necessary prerequisite to success in acquiring vocational skills. A boy or girl can be driven into a certain proficiency in doing a particular task provided the compulsion is properly directed and persistently applied. Cattle are broken to a yoke in such a way. But no such compulsion can be used in school.—Dean Emeritus James E. Russell, Teachers College, Columbia University.

Utah Teachers' Dues

Dues in state associations of teachers of vocational agriculture are mounting steadily as new and worthy projects are undertaken and these organizations are becoming stronger. The Utah budget this year calls for \$5.13 per man. Texas is collecting \$5 from each instructor. The Texas dues go for the following purposes: Membership in the A. V. A., \$1; subscription to *Agricultural Education*, \$1; expenses of judging team to American Royal, 90 cents; expenses of National Dairy Show team, 90 cents; expenses of national poultry judging team to St. Louis, 68 cents; membership in Texas Vocational Association, 50 cents.

New Dairying Text

ECKLES, C. H., COMBS, W. W. and MACY, H. *Milk and Milk Products*. McGraw Hill Book Company, New York. 1929. 379 pp. \$3.50.

A COLLEGE textbook which assumes some knowledge of chemistry. It is so clearly and attractively written that it will be of particular value to the teacher of agriculture.

What Others Think of Us

"The Agricultural Teacher Wants to Know You"

[Note: This article with the above caption has recently appeared as a leading editorial in all five editions of *The Progressive Farmer*, covering the entire South.]

IT WILL not be long now until the evening classes begin at the nearest high school—or the nearest one that has a teacher of vocational agriculture, as all of them ought to have.

And let's make up our minds right now that when the roll is called at the first session, we are going to be among those present. It will be a goodly company of ambitious farm neighbors who want to use their brains to better advantage, and it will be a sort of inspiration just to be thrown with these wide-awake farmers night after night.

Then, too, the agricultural teacher—it will be well worth your while getting sure-enough acquainted with him. Of course, we know you "have met him" in the sense of having been introduced to him at the last school commencement or some other time. But that isn't enough. He wants really to *know* every farmer in his territory and make you feel not simply that you recognize his name and face but that he is really *your friend*—and a helpful friend at that.

This agricultural teacher is most probably a farm boy who grew up on a farm very much like yours and has been up against about all the hard knocks you have yourself experienced. His dad probably had a rather stressful time seeing him thru the agricultural college, and the teacher himself no doubt worked hard to help his father meet the expenses. He chose an agricultural course because he wanted to do something to make the South a land of better farming and to help farm folks get more out of farming and more out of life. And now that he is teaching in your neighborhood he wants to make his service count for something. He may not be there permanently but when he leaves he will wish to feel that he has left his mark for good on the community. He probably has the same ideal of greatness old Thomas Carlyle had when he said:

"Oh it is great, and there is no other greatness, to make some nook of God's creation a little better, fairer, more fruitful, more worthy of God."

Because he has this ideal, the agricultural teacher is branching out and wants to reach the older folks on the farm as well as the younger ones. And let's give him a chance. This idea of "getting too old to learn" is all bosh. A human being made in God Almighty's image should be ashamed to shut up his mind and put his brain on a level with a dog's by reciting the ancient folly, "You can't teach an old dog new tricks." As we have said before, that may be true of dogs but it's not true of folks.

Most of our farmers never had a chance to attend an agricultural college. But evening classwork, like county agent work, brings the agricultural college to us. The man who has graduated in agriculture will meet a class of our neighbor-

hood farmers and report to us just what lessons gained at the college may be applied to our own farms. He will tell us how to mix our fertilizers, how to prepare our land, what varieties of crops we should plant next year, how to cultivate them, and how to combat bugs and weevils and all other pests and diseases that the Lord or the devil has sent on us in these latter days. This agricultural teacher will tell us, too, how best to add animal production to plant production—how to increase the farm income by adding poultry, hogs, dairy cows, beef cattle, or sheep, and how to feed them for greatest profitability—and more than likely will help us about finding the best paying markets for poultry or livestock and how to prepare it for market.

Another big fact worth considering is this: Not only can we learn a lot of new facts at the evening class but we may acquire a new attitude toward our work. Mrs. Jane McKimmon has a story about a farm woman who went to a cooking class. "But you've been cooking 20 years," her husband remonstrated, "and you cook plenty good for me." "Maybe I do," was her answer, "but my cooking doesn't interest me like it ought to." And so she went to get new ideas, to learn new ways of doing her work, and new reasons for following this policy or that. She wished to learn not only *how* to do this or that, but *why* it should be done in that particular way. She wanted to feel a new mastery of her job—and she found it by increasing her stock of scientific knowledge. The same new zest for your farm work may come to you as a result of attending evening classes and getting acquainted with some new agricultural principles that you can hitch up and put to work—and then watch results.

Let's turn to a story given us the other day by a plain farmer such as you may call yourself—W. H. Kelly was his name—who told us what an evening class had meant to him. Said he:

"We don't get too old to learn. I went to nearly all the evening classes held out here last year for the discussion of fertilizers, and I was benefited by them. Here's an example: A lot of us think we are using the right amounts of fertilizer when we are not. I saw from the charts and tests that we studied that I was not using enough fertilizer on my cotton, and what I was using wasn't balanced. Year before last here's what I used per acre on cotton: 24 pounds phosphorus, 15 pounds nitrogen, 9 pounds potash.

"After studying the tests which were run on land similar to mine and reported by the agricultural teacher, I decided to increase my fertilizer and make it a better balanced plant food. So last year I used 400 pounds of 3-8-3 per acre at planting time and instead of putting nitrate of soda under the cotton then, as I did the previous year, I waited and side-dressed my cotton with 100 pounds per acre about the time the squares began to form. This method of fertilizing my cotton gave me altogether per acre: 32 pounds phosphorus, 25 pounds nitrogen, 12 pounds potash.

"It made the cotton, too. I got 18 bales from 20 acres, whereas the year before I got 12 bales from 20 acres. The land in both cases was practically the same. This gave me six more bales of cotton with the same work on the same acreage. Knowing how pays."

Furthermore, when you get acquainted with the agricultural teacher in the evening classes, the good results do not stop there. Your teacher-friend will be available for counsel and help about everything that makes for the enrichment and improvement of the community.

Then, too, every community needs a community leader in rural projects. Every community needs some kind of farmers' and farm women's organization and the agricultural teacher can help tremendously in making such an organization succeed. No agricultural teacher should feel that he has done his duty until he has the farmers and farm women coming together twice a month for such meetings, and no farm community should feel that it is utilizing its legitimate opportunities until it calls on the teacher for help in developing such a community organization. The agricultural teacher can also help provide lectures, moving pictures, entertainments, debates, athletic events, etc., that will make the school a genuine social center. He can advise the farmer, the farm woman, and the farm boys and girls about good books available in the school library, and free bulletins they can get from government agencies. He can encourage the school authorities to beautify the school grounds and advise farm parents about the beautification of their own homes and grounds. He can encourage the holding of community fairs with all the educational and inspirational benefits such fairs leave behind them wherever they are held. He can help make the annual school commencement a source of inspiration to young and old. And he can so interest himself in the ambitions and yearnings of struggling youth as to make them remember him gratefully and affectionately as long as they live.

Yes, good friends, it's something mighty well worth doing—this matter of enrolling in the evening classes. They will give you information about your business, finer comradeship with wide-awake neighbors who also want to do better work and get increased profits, and you will incidentally develop a closer friendship for the agricultural teacher—a man who deserves your friendship and your co-operation in his daily efforts to help make your community distinguished for "Better Farming, Better Business, Better Living."

A citizen of Springfield, Illinois, recently gave the local department of vocational agriculture \$500 worth of soil testing apparatus.

Wyoming Future Farmers held their annual meeting at Laramie on January 14 and 15.

Teaching Sanitation and Disease Control

R. H. PALMER

[Note: Dr. Palmer is an experienced graduate veterinarian as well as an experienced teacher of vocational agriculture. He is now a member of the Vocational Education Department, Iowa State College.]

DO WE place enough emphasis upon sanitation and disease control? Judging by the problems which adult farmers feel are most pressing, we do not as a rule stress this subject enough with our day-school classes in animal husbandry. Facts contained in the reports of supervised improved practices by members of evening schools in Iowa in 1928 and 1929 show that a large proportion of the men adopted some form of disease control measure as their principal improved practice. Tabulations from the report of the State Board for Vocational Education show the following supervised practices carried out among students of animal husbandry subjects in evening schools in 1928 and 1929:

Number carrying out some improved practice: 727.

Number improving feeding practices: 537, or 49.1 percent.

Number improving breeding and selection: 53, or 7 percent.

Number adopting management or marketing improvements: 117, or 17 percent.

Number adopting disease control measures: 200, or 27 percent.

This group of farmers could be assumed to be above the average in selecting improved practices, for they would not have attended evening schools if they had not felt the presence of certain problems. If their selection is sound should it influence our courses in animal production for all-day students?

Few would disagree that 50 percent of our teaching in animal production be devoted to teaching methods and principles of feeding. Many would feel that breeding and selection should be given more than 7 percent of our emphasis. Most teachers of agriculture spend more than 13 days teaching selection and judging, breed characteristics and histories and purebred values. Certainly we would agree that marketing and management problems deserve at least 17 percent of the time in this course. The most significant figure in this report is that of disease control. Twenty-seven percent of the group felt that their most pressing problem was to reduce losses from diseases and poor sanitation. Are farmers mistaken in this, or are sanitation problems more important than we have acknowledged? Few teachers are spending 45 days, or nine weeks, of the animal husbandry year in teaching sanitation and disease control. Yet if this group represents a fair cross-section of the problems which livestock producers of this state are meeting, then we should develop approximately 25 percent of our teaching time to this phase of animal production. It is admitted that some things can be taught more quickly than others; but it seems doubtful that sanitation can be taught effectively in any less time than we teach feeding principles, or management, or marketing methods.

Teachers are apt to stress what they know best. They have been trained in colleges which devote a great deal of time to selection of breeds and types,

but neglect training in sanitation and disease prevention. Important as breeding and selection are, they do not seem to this group of practical farmers to deserve one-third as much emphasis as control of disease. Even admitting that many jobs in disease control could be better taught to farmers actually doing the job than to boys in day school who have not encountered the situation as yet, still there are many principles and jobs in disease prevention which could receive more emphasis with the day-school group than at present, provided teachers were equipped to teach them.

Very few agriculture teachers feel competently trained to teach disease control; college training for agriculturists is felt to be lacking on this subject, and little is being done to improve the situation. In a study of veterinary teaching in agricultural colleges, made by McKay at Iowa State College, it was found that a great majority of agricultural graduates felt a need for more information than they had received. McKay states, "It appears that agricultural graduates, leaders, and farmers in general hold that these phases (prevention, diagnosis of disease, treatment of minor ailments), should be taught to college students in agriculture." If this teaching were amplified to equip thoroughly our agricultural teachers to conduct classes and supervise home practices, it is probable that teachers would place more emphasis on the subject in their classroom teaching. The fact that teachers in evening schools rarely feel competent to conduct meetings on disease control is evidence that they are not well equipped to assist farmers in carrying out improved sanitary practices.

If we are to base our teaching program on the problems of actual farmers we shall have to give more attention to disease prevention and control. The first essential in this program is to equip our teachers with the knowledge and understanding necessary to teach the subject well.

Editorial Comment

(Continued from page 34)

profitable experience to edit this publication. It is one which no one should, for his own good, pass by, if the opportunity is afforded. No one can fail to come out of it without a greater respect for his fellow professional workers and a deeper confidence in the agricultural education program.—H. M. Hamlin.

Our Leadership in Agricultural Education

(Continued from page 31)

his watchword. Service was the ideal he held before the men he trained to teach; and he himself exemplified this ideal. His constant efforts to extend the means by which he could serve the interest of agricultural education finally brought about failing health and necessitated his retiring from active service. Agricultural education can ill afford to lose the services of a man who has contributed so much to its development, and it is to be hoped that his retirement from this field may not be permanent. (Written by S. S. Sutherland, Montana State College.)

A Message From the Farm Board

(Continued from page 35)

into effective associations or corporations under their own control for greater unity of effort in marketing and by promoting the establishment and financing of a farm marketing system of producer-controlled co-operative associations and other agencies.

"(4) by aiding in preventing and controlling surpluses in any agricultural commodity, thru orderly production and distribution, so as to maintain advantageous domestic markets and prevent such surpluses from causing undue and excessive fluctuations or depressions in prices for the commodity.

"(b) There shall be considered as a surplus for the purposes of this Act any seasonal or year's total surplus, produced in the United States and either local or national in extent, that is in excess of the requirements for the orderly distribution of the agricultural commodity or is in excess of the domestic requirements for such commodity.

"(c) The Federal Farm Board shall execute the powers vested in it by this Act only in such manner as will, in the judgment of the Board, aid to the fullest practicable extent in carrying out the policy above declared."

The rub of the whole business seems to be, in the eyes of many, the fact that farmers cannot by themselves borrow money or get individual assistance.

This is the very best part of the Act and it is the part that will bring business methods to the door of every farmer.

The Government will do things to help the farmer if he co-operates with his neighbor but when he chooses to go it alone the Government can do nothing for him. Further, if he thinks he can be helped by going it alone and refuses to join with his neighbors he surely is beyond hope of saving.

There are many people who believe in co-operation but are willing to allow their neighbors to do the co-operating, to set up the machinery, to pay for it, and to carry the load that should be prorated over every man who is to be benefited by organization. It will soon be found that the man who is outside a co-operative organization will not be in any position to assist in any way to better his condition on the farm.

I do hope that our co-operative commodity organization will not take too narrow a view of the industry as a whole for the commodity must be considered from a marketing viewpoint whether in co-operative or private hands.

The University of Illinois has just published a bulletin describing a field test for available phosphorus in soils. It can be secured by writing the agricultural experiment station at Urbana, Illinois, and asking for bulletin No. 337.

The secretary of the Ohio Bankers Association has prepared a bulletin on banking for use in farm management instruction in Ohio high schools.

The Stock-Poisoning Death Comes, farmers' bulletin 1273, United States Department of Agriculture, Washington, D. C.

